

PSHE / RSE Education Policy

Name of school: St Mary's CE Middle School
PSHE and Relationships and Sex Education Policy

Date of policy: July 2024

Members of staff responsible for PSHE Education: All Staff

Line Manager: Polly Scott (Subject leader) and Headteacher

Review date: July 2026

Introduction

'Inspire today to shape tomorrow'

At St Mary's CE Middle School, our vision is to develop well-rounded, confident, spiritual and educated individuals who, with God's love, will thrive throughout their whole life.

We offer a safe, happy place where everyone is known and valued and where differing needs are acknowledged, accepted and met. We celebrate our uniqueness in God's diverse world and respect the same in all other people.

Policy Development

This policy was written by the PSHE leader and developed in consultation with parents, teachers and other school staff, governors and the pupils at St Mary's CE Middle School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

Definition

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools

The Department for Education believes that 'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.'

Within the secondary sector, 'The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage

or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed'

We at St Mary's acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture.

The aims of RSE and PSHE at our school are to:

- Give pupils the opportunity to develop their self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others; regardless of race, gender or religion
- Encourage a caring attitude towards and moral responsibility for the environment;
- Build resilience and be independent, curious problem solvers;
- Understand how society works and the laws, rights and responsibilities involved.
- Help our pupils understand and manage their feelings as they develop
- Create a positive and safe environment where pupils can take part in sensitive discussions around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to use in order to describe themselves
- Prepare pupils for the physical and emotional changes of puberty, and help them to understand sexual development

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

1. Delivery of PSHE and RSE

RSE is taught within and alongside the PSHE curriculum. The pupils receive a weekly 50 minute discrete PSHE lesson on a rotation as well as some of the topics being covered through cross curricular teaching. These discrete lessons are delivered by class tutors in their usual mixed-gender classes using a range of teaching methods, e.g. activity sheets, films, online games, drama techniques and/or guest speakers.

Where it is deemed appropriate, arrangements are made for single-sex groups to be taught specific material dependent upon the nature of the content. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

PSHE Leader is responsible for

- ensuring appropriate consultation has taken place with all stakeholders
- ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently
- ensuring that staff can access a range of teaching support resources, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Staff are responsible for

- Delivering the curriculum in an appropriate and sensitive manner
- Modelling positive attitudes to all pupils
- Monitoring the progress of the pupils personal development
- Responding to the needs and questions of individuals factually and honestly in an age-appropriate way
- Seeking support to deal with sensitive / safeguarding issues that may arise

Pupils are responsible for

- Engaging fully in the opportunities given to them through the PHSE / RSE curriculum
- Responding with respect and sensitivity during class discussions

2. Right to withdraw

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the Head Teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Head Teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

3. Subject content

In KS2 at St Mary's, we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education as well as resources provided by the PHSE Association. An overview of SCARF can be found in our appendices. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum. This is then built upon in KS3 drawing upon a number of recognised PHSE schemes and providers.

We have adapted the schemes of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. Annual student surveys are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject leader, Polly Scott, works in conjunction with teaching staff in each year group and the phase/year leads (KS2 and KS3). There is planned progression across the scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

Our curriculum is split into 7 main themes:

1. Mental Health & Wellbeing and Personal Development
2. Families, friendships and relationships
3. Online relationships and Internet Safety
4. Health & Fitness
5. Money, Careers & Law
6. Relationships & Sex Education
7. Diversity

The outline for what is covered can be found in the appendix.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Cross curricular content

- Within the science curriculum of Y5-7, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.
- Within the science curriculum of Y6, children are taught about what constitutes a healthy diet and exercise as well as learning about the effects of drugs and alcohol on the body
- Through ICT, the pupils will have the opportunity to learn about E-Safety. This is then consolidated through Internet Safety Week and standalone lessons
- In P.E pupils have the opportunity to improve their self-esteem and general confidence throughout structured activities and discussions. They also learn the value of healthy living and good exercise
- Within the DT curriculum of Y6, children are taught about the Eatwell plate and what constitutes a healthy diet.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

4. Monitoring and assessment

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject leader. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead gives the Head Teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

Consideration will be given to:

- The needs of the pupils
- Areas identified by staff
- The voice of the parents
- National / County guidelines

Strategies used will include:

- Collaborative planning
- Learning walks

- Lesson observations
- Pupil voice
- Book scrutinies

In KS2, the classes use 'floor books' to record the learning / discussion from that lesson. This method of recording provides a valuable resource and enables both staff and pupils to recall precious learning and make links with future lessons. This is also being trialled in KS3

For some units within the theme, staff carry out a specially designed pre- and post-unit assessment activity in the form of a 'spidagram'. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans. Each unit also has a reflection sheet for the children to self assess at the end of the unit.

5. How the delivery of the content will be made accessible to all pupils

It is intended that all pupils in the school can access the subject content. It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Where further support may be required, there will be consultation with the SEND department.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act (2010), requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

6. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead – Polly Scott

7. Policy Review and Development Plan

The policy will be reviewed every two years, in consultation with parents, teachers and other school staff, governors and pupils.

8. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following:

- School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
- School's own Confidentiality policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2019)

Useful resources/Appendix

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20RSE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>